Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lakeside Union School District	Ty Bryson District Superintendent	tbryson@lakesideusd.org 661-836-6658

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

THE IMPACT THE COVID-19 PANDEMIC HAS HAD ON OUR DISTRICT
The Lakeside Union School District LCAP describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. This is a very unique year, and development of this plan must account for the serious impacts the COVID-19 pandemic is having with varying degrees on our students, parents, and staff. Below is a list of major impacts the COVID-19 pandemic is having on our school community.

- Student learning outcomes going into 2020/2021 year are uneven and vary broadly. The disadvantages are disproportionate for under-privileged learners who tend to have fewer educational opportunities beyond school.
- Distance Learning resulted in an overall decline of student engagement. Since going to online distance learning in the March of 2020, the percentage of student participation varied by grade span.
- Challenges to launching and sustaining our Distance Learning platform.
- Lack of access to technology or reliable internet access creates challenges for some students in rural areas and from disadvantaged families to participate in distance learning via internet, which is an obstacle to continued learning, especially for students from disadvantaged families.
- Challenges to providing English Learners required integrated and designated instruction, including assessment of English language proficiency, supports to access curriculum and the ability to reclassify as fully proficient.
- Special Education Services required by the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 continued via the internet. Individual Education Program (IEP) meetings and Speech and Language services are conducted online.
- The district has approximately 70% of its students on free or reduced priced meals. With school closure, student nutrition and regular meals are compromised.
- Services for students' social emotional well-being essentially stopped without the counselor or psychologist able to meet in-person with students. There is an increase chance of exposure to violence and exploitation. The impact of this is unknown at this time.

DISTRICT OVERVIEW

The Lakeside Union School District (LUSD) is located in the southwest part of Bakersfield. The district currently has two schools and serves an enrollment of approximately 1,413 students. Lakeside School was built in 1941 and serves students in Kindergarten - 8th grade. It is located in an agricultural area approximately five miles southwest of Bakersfield. A full-size pool, gym, and auditorium are some of the amenities that make this school unique. Suburu School was built in 1996 and serves Transitional Kindergarten - 5th grade students. It is located in the Silver Creek residential development. Most of the district is comprised of large agriculture, with residential areas comprised of single family homes that range socioeconomically from low to medium.

The district is proud of its diverse population which includes approximately 12% English Learner (EL), approximately 70% Low Income (also our Local Control Funding Formula Unduplicated), 3% Homeless, less than 1% Foster Youth, and 10% Students with Disabilities. The district serves many ethnicities with 62% identifying as Hispanic Latino, 17% White, 6% Asian, 5% African American, 1% Filipino, and 4% Two or more races. We serve students in TK through 8th grade at two schools: Suburu School serves students in TK-5th Grade, and Lakeside School serves students in K-8th grade. (Data taken from Kern Integrated Data System 2020-2021)

VISION

To inspire a passion for learning, by empowering all students to acquire, understand and value the knowledge for success in an ever-changing world.

MISSION

The Lakeside Union School District is committed to a quality educational program, embracing Common Core State Standards and 21st Century Skills, and responsive to the needs of its students within a safe nurturing environment. The staff, students, parents, and community assume responsibility for each student's academic and personal success. Recognizing the worth and dignity of each student, the Lakeside Union School District prepares all students to achieve their fullest potential. Our goal is to produce students who make informed decisions, as they become responsible citizens and productive members of society.

CORE VALUES

1. All children can learn, and deserve a quality education in a safe environment
2. Provide excellent service for increased student achievement and educational opportunities
3. Preserve the trust relationship between the district and the community we serve
4. Value and respect diversity
5. Promote collaboration throughout the educational community
6. Protect the fiscal integrity and condition of the district

SHARED BELIEFS

* all students can learn * all students deserve a safe, secure, nurturing environment * students deserve positive role models * students respond to positive reinforcement of desired behaviors * students learn better with family support * all students want to learn and be successful * students develop at different paces and as a result are at different learning stages * students come from different backgrounds and their cultural, emotional, and physical differences shall be respected * all learning styles are valid and shall be addressed by our school

system * instruction shall be based upon state adopted curriculum

LUSD has a well defined tradition that strongly correlates student achievement with classroom instruction. State adopted curriculum is delivered by high quality teachers who receive professional development designed to enhance their instructional skills to improve student achievement. The certificated and classified employees of the district respect and enjoy working with students, and are dedicated to making their lives better.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

CALIFORNIA SCHOOL DASHBOARD, STATE INDICATORS
Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
Data That Cannot Be Reported:
- Academic Indicator: No reports due to suspension of California's English language arts and mathematic assessments.
- English Learner Progress Indicator: No reports due to the suspension of the English Language Proficiency Assessments for California (ELPAC) assessments.
- Chronic Absenteeism Rate: No reports due to the determination by the CDE that the data are not valid and reliable for the 2019–20 academic year. This is due to the manner in which absenteeism data are collected in the California Longitudinal Pupil Achievement Data System (CALPADS) that impacts the integrity of the data and related calculations for any period of time other than the full academic year.
- Absenteeism Reason: No reports due to the determination by the CDE that the data are not valid and reliable for the 2019–20 academic year. This is due to the manner in which absenteeism data are collected in the California Longitudinal Pupil Achievement Data System (CALPADS) that impacts the integrity of the data and related calculations for any period of time other than the full academic year.

Using the 2019 Dashboard, and upon analysis of the State Indicators, the following were identified as making the Greatest Progress toward LCAP Goals.

The Math Indicator
All students increased +6.5% for a Yellow performance level.
Specific student groups that had an increase are: Homeless +38%, Students with Disabilities +20.3%, White +17.4%, Socioeconomically Disadvantaged +5.3%, Filipino +3%, White +17.4% and Hispanic +5.1%.
Goal 1
- Data reported from the 2019 California School Dashboard 5x5 Detailed Data Report

The English Language Arts Indicator

All students Maintained with a -1.9% for an Orange performance level.
Specific student groups that had an increase are: Homeless +48.8%
Goal 1
- Data reported from the 2019 California School Dashboard 5x5 Detailed Data Report

The English Learner Progress Indicator
Shows that 53.9% were making progress towards English language proficiency. This speaks to an increased focused on improving early literacy, providing teachers with professional learning on evidence-based instructional strategies as well as on the English Language Development (ELD) standards, and implementing systems to monitor student progress and ensure interventions are provided.
Goal 1 and Goal 3
- Data reported from the 2019 California School Dashboard English Learner Progress Indicator

Suspension Rate Placement Indicator
Specific student groups that had an decrease are: Filipino -5% and White -1.4%
Goal 2
- Data reported from the California School Dashboard 5x5 Detailed Data Report 2019

Other progress includes:
Academic programs
- All school sites maintained a Facilities Inspection Tool (FIT) rating of "good" or better.
Goal 3
- Educational online technology access
The district has provided students with digital resources such as chromebooks, tablets, and wifi hotspots.
Goal 3

CALIFORNIA SCHOOL DASHBOARD, LOCAL INDICATORS
Districts receive one of three ratings based on whether they have measured and reported their progress through the Dashboard using locally collected data. The ratings are: Met, Not Met, or Not Met for Two or More Years. Using the Self-Assessment Tools for Local

2019 Local Indicators showing great progress toward LCAP Goals
Basics: Teachers, Instructional Materials, Facilities: Met
Implementation of Academic Standards: Met
Access to a Broad Course of Study: Met
Parent and Family Engagement: Met
Local Climate Survey: Met

STAKEHOLDERS INPUT
Parent/Families and staff LCAP surveys indicated a strength in the area of teachers providing students support in the current learning model that is standards-aligned, along with the ease of using our distance learning tools, and providing different strategies and materials to support student learning. The majority of our parents stated they have reliable internet access for their child. Survey results showed schools provided opportunities for families to give input on decisions, offered parent information meetings, and communicated with families in a variety of formats. The actions supporting family engagement will be continued in order to improve in this area (Goal 2). Professional learning will continue to be offered with a focus data driven actions, and providing feedback to improve achievement for all student groups (Goal 1 and Goal 3).

Survey Results indicated that students felt safe at school and cared for by the adults on campus. Students also indicated they are confident they have good teachers who communicate to them about their grades, and that the schools make a good effort to notify them of their grades and performance on tests. Students feel they are safe from COVID due to district safety guidelines, are happy with their learning model, feel they are not struggling in most of their classes, and attend most of their zoom meetings and complete their homework.(Goal 1 and Goal 3).

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

CALIFORNIA SCHOOL DASHBOARD, STATE INDICATORS
Upon analysis of the State Indicators, the following were identified as having the Greatest Needs toward LCAP Goals. Annual stakeholder input indicated a need to provide standards-aligned instructional materials, common assessments, and professional learning for all staff. Additionally, designated staff will provide professional learning, support sites with implementing consistent discipline practices, oversee a multi-tiered system of support, and offer evidence-based interventions.

In 2020 the district met the eligibility criteria for Differentiated Assistance for our African American student group, for Chronic Absenteeism and Suspension Indicators. Due to this, the district participated in root cause analysis, and committed to a Continuous Improvement Process (CIP), with training provided by the County Office of Education (COE). The CIP will help all student outcomes, and specifically African Americans, by using multiple cycles of inquiry. We will continue to cultivate collaborative cultures to produce strong groups and individuals, develop internal accountability, and be responsible within our system. We understand that positive relationships breeds success.

Below are 2019 California School Dashboard Results identifying any state indicator for which overall performance was in the Red or Orange performance category.

English Language Arts Indicator
Student Groups in Red or Orange performance level
The English Language Arts Indicator is at the Orange performance level for all students, with six out of nine student groups performing in the

Red or Orange performance level. All Students Performance is in the Orange performance level at -7.3 points below standard. Maintained -1.9 points.

- English Learners student group (179 students) is in the Orange performance level, with a Low status of -30.9 points below standard. Declined -10.2 points.
- Socioeconomically Disadvantaged student group (607 students) is in the Orange performance level, with a Low status of -15.3 points below standard. Maintained -2.2 points.
- Students with Disabilities student group (93 students) is in the Red performance level, with a Very Low status of 110.8 points below standard. Maintained at -0.4 points.
- African American student group (50 students) is in the Orange performance level, with a Low status of -24.4 points below standard. Declined -8.9 points.
- Hispanic student group (507 students) is in the Orange performance level, with a Low status of -11.1 points below standard. Maintained -2.7 points.
- Two or More Races student group (35 students) is in the Orange performance level, with a Low status of -5.3 points below standard. Declined -6.7 points.
- located in Goal 1

Mathematics Indicator
Student Groups in Red or Orange performance level
The Mathematics Indicator is at the Yellow performance level for all students, with four out of nine student groups performing in the Orange performance level. All Students Performance is in the Yellow performance level at -43 points below standard. Increased +6.5 points.

- English Learners student group (179 students) is in the Orange performance level, with a Low status of -65.5 points below standard. Maintained +2.7 points.
- Students with Disabilities student group (93 students) is in the Orange performance level, with a Very Low status of 140.1 points below standard. Increased Significantly +20.3 points.
- African American student group (50 students) is in the Orange performance level, with a Low status of -74.0 points below standard. Maintained +2.9 points.
- Two or More Races student group (35 students) is in the Orange performance level, with a Low status of -45.3 points below standard. Maintained +1.1 points.
- located in Goal 1

Chronic Absenteeism
Student Groups in the Red or Orange performance level (Goals 2)
The Chronic Absenteeism Indicator is at the Orange performance level for all students, with five out of nine student groups performing in the Red or Orange performance level. All Students Performance is in the Orange performance level at 14.6% chronic absent. Decreased -0.1%.

- English Learners student group (22 students) is in the Orange performance level. High rate at 10.9%. Increased +0.1%.
- Socioeconomically Disadvantaged student group (1,094 students) is in the Orange performance level. High rate at 15.9%. Maintained -0.2%.

- Students with Disabilities student group (157 students) is in the Orange performance level. Very High rate of 20.4%. Decreased -2.1%.
- African American student group (99 students) is in the Red performance level. Very High rate at 22.2%. Increased +6.8%.
- White student group (338) is in the Orange performance level. High rate of 16.0%. Increased 1.1%
- located in Goal 2

Suspension Indicator
Student Groups in the Red or Orange performance level (Goal 2)
The Suspension Indicator is in the Yellow performance level for all students, with four out of nine student groups performing in the Red or Orange performance level. All Students Performance is in the Yellow performance level at a 2.4% rate. Maintained +0.1%.
- Socioeconomically Disadvantaged student group (1,130 students) is in the Orange performance level, with a Medium status of 3%. Increased +0.4%.
- Students with Disabilities student group (161 students) is in the Orange performance level, with a High status of 4.3%. Decreased -0.1%.
- African American student group (107 students) is in the Red performance level, with a Very High status of 10.3%. Increased +5.3%.
- Hispanic student group (915 students) is in the Orange performance level, with a Medium status of 2.1%. Increased +0.4%.
- located in Goal 2

Other identified needs include:
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) was continued, with data indicating a decline in early literacy in Transitional Kindergarten-5th grade. 2021 All Grades Status Report indicate 61% of students require additional intensive or strategic support in literacy
- located in Goal 2

Action Steps
Research by John Hattie shows that teacher effectiveness and quality instruction have the greatest impact on student growth. A focus of this plan is teacher development through focused professional learning, ensuring teachers understand and can properly utilize current instructional strategies, and that we are focusing on meeting the specific needs of our unduplicated students.

Based on state and local indicators, the district intends to take the following steps to support all students, especially student groups with the most need:
- Continue to develop a multi-tiered system of supports for all students, especially high need student groups. (Goal 2)
- Provide counseling services for students with emotional and behavioral needs. (Goal 2)
- Continue the implementation of Positive Behavioral Interventions and Supports. (Goal 2)
- Provide professional development for teachers, focusing on evidenced-based instructional strategies that enhance student engagement. (Goal 3)
- Continue to implement a robust student assessment system to improve student achievement in English Language Arts and math. Teachers will regularly collect and analyze common formative and summative assessment data, and use the data to establish instructional priorities, inform classroom instruction, and monitor student progress and achievement. (Goal 1 and Goal 3)

- Proceed with the Continuous Improvement Process to cultivate collaborative cultures, produce strong groups and individuals, develop internal accountability, and be responsible within our system. (Goal 2)

The LCAP Survey indicated that students felt like they were struggling the most in Math, Science, Reading and their ability to make friends. The area of social emotional well being and student peer relationships was also highlighted by staff and parents. Staff added that it was difficult to build student relationship with families and colleagues during distance learning and while utilizing online resources (Goal 2).

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The District strives to provide high quality support to students in the areas of academic achievement, social emotional learning, and family and community engagement. Through analysis of our state and local data, and input from stakeholders and staff, our continuing focus is to provide students opportunities that will allow them to embrace challenges and develop a passion for lifelong learning. The actions and services in this LCAP focus on improving academic achievement, and building a multi-tiered system of supports for all students; specifically for high needs students. Relationship building and on-task behavior brought on by our PBIS program will continue to be a focal point.

Our district works to meet the needs of all students, taking into account both academic and behavioral concerns. With that in mind, the 2021 LCAP is built with three overarching goals.

GOAL 1 - All students will demonstrate growth towards meeting or exceeding standards in English Language Arts, Math, Science, History/Social Science and English Language Development, as demonstrated through state assessments, local formative assessments and course grades.
GOAL 2 - The district will provide an engaging and nurturing environment where students will demonstrate a positive growth in attendance rates, decrease in student suspension and expulsion and increase in parental involvement.
GOAL 3 - The district will continue to hire the most qualified teachers and train them in the latest instructional strategies, maintain clean, safe, functional facilities that are in good repair, and provide sufficient standards aligned instructional materials in core academics to all students with a focus on Students with Disabilities, English Learners, low income, and foster youth.

Consistent with the intent of California Education Code (EC) Section 52064, the Addendum allows an LEA to complete a single LCAP to meet both state and federal requirements, align state and federal resources, and help minimize duplication of effort at the local level. It is anticipated that LEAs will be required to update and submit their Addendum every three years, consistent with the three year LCAP cycle.
The Addendum addresses the required provisions of the following ESSA programs:
Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies
Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrant Students
Title IV, Part A: Student Support and Academic Enrichment Grants

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not applicable.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

INTRODUCTION
The Lakeside Union School District engages stakeholders as a continuous process throughout the year. Purposeful engagement efforts were made that supports strategic planning, accountability, and improvement with the state priorities and local priorities. The district consulted with the following stakeholders in a collaborative process to support the development of the LCAP: students, parents, teachers, principals, administrators, local bargaining units, Special Education Local Planning Area administrator, and other school personnel. Input was also requested from school site councils and student advisory groups.

In the fall of 2019, presentations were made to the Board of Trustees in regular open board meetings that discussed California School Dashboard results, an LCAP Overview, and Local Indicators. In the winter, the same information was shared with, and input gathered from the LCAP Advisory Committee, district personnel, and other stakeholders. District leaders along with the District Parent Advisory Committee served to guide the development, review, and implementation of the LCAP.

COMMUNITY ENGAGEMENT
Due to the pandemic that occurred during the 2020-2021 school year, the district formed a District Advisory Committee (DAC) which met on a monthly basis. The DAC consists of parents, certificated staff, classified staff, the District Nurse, the Technology Coordinator, the Director of Maintenance and Operations, Director of Student Services, school site administrators and the District Superintendent. The DAC seeks and gathers input from all stakeholders prior to sending the plan out for public comment. All stakeholders representatives were solicited and invited to participate in the LCAP Surveys. The District Superintendent held monthly meetings with representatives from local bargaining units (CTA, CSEA), and district administrators. Site administrators met regularly with student government, parent clubs, and staff to the extent as possible. During these meetings, district leaders reviewed and discussed LCFF/LCAP, student performance outcome data, and solicited input for how Lakeside Union School District can increase or improve services for all students.

Time was allotted for reflection, and engagement continued through the entire LCAP process; which included development, review, and supporting implementation. Opportunities for input included, but was not limited to: surveys, community/parent meetings, School Site Council meetings, District English Language Advisory Committee meetings, along with ongoing verbal and written contributions. Notices were sent through District email, listserves, website updates, mailings, and flyers.

At each of the stakeholder engagement meetings, an overview was presented on LCFF/LCAP, the CA School Dashboard, and District subgroup data. Input was gathered on what's working well and what needs to be targeted in the eight state priority areas. Comments and feedback were recorded and later summarized into documents. The District website was updated to include a featured section devoted to LCFF/LCAP, which provides stakeholders with information regarding the process for its development, relevant data, and related events and activities.

District leaders viewed webinars by the California Department of Education, and attended workshops offered by the Kern County Superintendent of Schools (KCSOS). With KCSOS guidance, the district developed a timeline and needs assessment that was instrumental in the data collection process.

COMMUNITY AT LARGE
Information provided to stakeholders included, but was not limited to:
California School Dashboard
State mandated assessments and reports (CAASPP, ELPAC)
Demographics
Enrollment and attendance rates
Student survey results
Parent survey results
Staff survey results
School Plan for Student Achievement
School Accountability Report Cards
Professional Development
CCSS implementation
Parent involvement efforts and results
Student attendance rates
Anecdotal evidence

STUDENTS, PARENTS, STAFF
LCAP progress was shared with stakeholders during parent club meetings, and staff meetings. Online surveys and student involvement continued to be a particular point of emphasis. Engagement strategies are always being critiqued for improvement.
District staff emphasized with stakeholders that LCAP development is about progress and not compliance and deadlines.

A summary of the feedback provided by specific stakeholder groups.

The input collected through community forums, meetings, surveys, and informal discussions was compiled and reviewed by district administrators and the DAC.   This feedback along with Dashboard and LCAP data was used to identify strengths and areas of improvement, as well as to determine the effectiveness of actions/services. District administrators provided recommendations to the Board of Education regarding changes to the LCAP to address the identified needs. Input is reviewed by our superintendent to ensure the LCAP is supporting the actions in each sites School Plan for Student Achievement. Any questions or comments for the superintendent will be addressed in writing from our superintendent per Ed. Code 52062(a).

GOAL 1: All students will demonstrate growth towards meeting or exceeding standards in English Language Arts, Math, Science, History/Social Science and English Language Development, as demonstrated through state assessments, local formative assessments and course grades.

AREAS OF STRENGTHS
Parents:
Positive perception of staff, teachers supporting students accessing common core state standards, providing academic support in the current learning model, and communication from the school site and teachers. Most parents stated they have reliable internet access and have been able to easily navigate with the distance learning tools. Parents of 7th and 8th graders, felt they had a variety of access to electives.
Staff:
Teachers were satisfied with the currently learning model and providing students with effective instruction in the current learning model. Most students attended their synchronous and asynchronous learning as well as completing their homework.
Students:
Students feel their teachers help them learn and are satisfied with their current learning model. Most students attend their synchronous learning where they find ease in using the distance learning tools.

AREAS OF NEED
Parents:
Concerned about their child's student academic growth. Parents of 7th and 8th grade students want more electives.
Staff:
Staff would like to see professional development in the area of Social Emotional Learning, Individual Education Plans and Family Engagement.
Students:
Some students are struggling with their classes, specifically math, science and reading.

GOAL 2: The district will provide an engaging and nurturing environment where students will demonstrate a positive growth in attendance rates, decrease in student suspension and expulsion and increase in parental involvement.

AREAS OF STRENGTHS
Parents:
Most parents are not concerned about their child's behavior. Families feel safe sending their child to school with the COVID-19 safety protocols in place. Positive perception of incentives and rewards for students that regularly attend school, staff is welcoming to all students. Positive perception of English language development and Special Education Programs.
Staff:
Staff cares about building student relationships and understands the steps to providing students' social emotional. Staff felt they received clear communication from the district and school site about COVID-19 safety protocols. Continue with PBIS efforts to engage all students, and incentive and reward attendance programs.
Students:

Students feel their teachers are helpful and supportive. Most students are happy with the current learning model. Students felt they received clear communication from their school site about COVID-19 safety protocols. Most students are happy with the current learning model. Most students attend their synchronous/asynchronous learning. Enjoy the positive reward activities and programs that promote attendance.

AREAS OF NEED
Parents:
Concerned about their child's social-emotional well being and their child's ability to make friends during a pandemic. Schools need to communicate attendance and absenteeism concerns.
Staff:
Concerned about their student's social-emotional well being and their ability to make peer friends. Staff have had a difficult time contacting families during the pandemic. Most staff are concerned about their social-emotional well being and ability to build relationships with their colleagues. More communication with parents of at-risk students to discuss the value of education. The district needs to address chronic absenteeism and suspensions.
Students:
Students are having a difficult time making friends during the pandemic. Feel a lack of desire to attend, parents don't make them come to school, feel tired from staying up late at night, want staff to treat all students with respect.

GOAL 3: The district will continue to hire the most qualified teachers and train them in the latest instructional strategies, maintain clean, safe, functional facilities that are in good repair, and provide sufficient standards aligned instructional materials in core academics to all students with a focus on Students with Disabilities, English Learners, low income, and foster youth.

AREAS OF STRENGTHS
Parents:
Confident their child's teachers are fully competent, students are being taught the state adopted academic standards.
Staff:
Feel confident their ability to teach students, all students receive instruction in state adopted core subjects, are progressing professionally. Positive perception of ongoing professional learning, teacher induction program, and student assessment data management system.
Students:
Are confident they have good teachers that teach academic standards, schools make a good effort to notify them of their grades and performance.

AREAS OF NEED
Parents:
Concerned about their child's student academic growth. Not all facilities are in good shape. Parents of 7th and 8th grade students want more electives.
Staff:

Staff would like to see professional development in the area of Social Emotional Learning, Individual Education Plans and Family Engagement. Some facilities need to be in better repair.
Students:
Some students are struggling with their classes, specifically math, science and reading. Cafeteria food could be better.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Based on the input that was received from all stakeholders, we learned that we need to utilize a comprehensive assessment system to identify student's learning deficit to align specific instruction and intervention supports for our students (G1 Action 1 & 2 and G2 Action 1). Once able to address these deficits, we learned from staff input that they want to be trained on specific strategies to address student learning gaps (G1 Action 2, G3 Action 1, 3). These strategies would then be used on a regular basis, especially in our targeted student interventions such as our after-school program and our in-school math and reading intervention program (G1 Action 4 and 6).

Another area stakeholders highlighted was the social and emotional well being of our students. Parents, teachers, and students all pointed out students have struggles with the making of friends at school, feeling connected to the school and community, and the lack of social emotional support/counseling. This need has been the major influence in providing a District wide Multi-Tiered System of Supports (Goal 2 Action 6) that includes PBIS (Goal 2 Action1), Parent and Family Nights (Goal 2 Action 3), Counseling services for social emotional support (Goal 2 Action 7), and an Alternative to suspension program (Goal 2 Action 8).

The engagement process influenced the evolution of the LCAP, with strengths and areas of need identified as a result of data analysis and stakeholder feedback from meeting discussions and surveys.

Goals and Actions

Goal

Goal #	Description
1	All students will demonstrate growth towards meeting or exceeding standards in English Language Arts, Math, Science, History/Social Science and English Language Development, as demonstrated through state assessments, local formative assessments and course grades.

An explanation of why the LEA has developed this goal.

Analysis of student performance on California School Dashboard for the California Assessment for Student Performance and Progress indicated the following student groups as struggling in English Language Arts and Mathematics (Orange Performance Level or Red Performance Level). For English Language Arts: All Students, English Learners, Socioeconomically Disadvantaged, African American, Hispanic, Two or More Races, Students with Disabilities. For Mathematics: English Learners, Students with Disabilities, African American, Two or More Races.

The California School Dashboard English Learner Progress Indicator indicates 53.9% of our English Learners made progress towards English language proficiency.

An analysis of our local assessments of March 2021 All Grade Status Report for Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in grades K-5th All Grades Status Report indicate 61% of students require additional intensive or strategic support in literacy. For the 2021-2022 school year, the district will implement STAR Literacy in grades TK-2nd grade, STAR Reading in grades 2nd-8th grade, and STAR Math in grades 1st-8th grade.

Course grades report from Kern Integrated Data System (KiDS) in March 2021 indicate the following students receiving a grade D and F at 23.48% for ELA, 28.48% in Math, 31.34% in Science, and 33.19% in Social Science.

Input received from stakeholders through the LCAP development process indicates a desire to improve academic achievement for all students. We plan to improve academic performance through actions that support and improve student learning and will measure progress towards our goal using the metrics identified below (Reference LCAP Section Stakeholder Engagement: A description of the aspects of the LCAP that were influenced by specific stakeholder input). By providing additional supports through professional development, academic programs, targeted intervention, and ongoing progress monitoring using local metrics, students will demonstrate growth in these areas.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PRIORITY 4: PUPIL ACHIEVEMENT Priority 4A: Statewide assessments administered • Dashboard Performance Level CAASPP ELA and CAASPP Math • California Science Test (CAST) Results Priority 4B: Percentage of pupils that have successfully completed A-G requirements - N/A Priority 4C: Percentage of pupils that have successfully completed CTE pathways - N/A Priority 4D: Percentage of pupils that have successfully completed 4B & 4C - N/A	PRIORITY 4: PUPIL ACHIEVEMENT Priority 4A: Statewide assessments administered • 2019 Dashboard Performance Level CAASPP ELA and CAASPP Math 2019 CAASPP ELA • All students: Orange • English Learners: Orange • Foster Youth: N/A • Low Income: Orange • African American: Orange • Students with Disabilities: Red • Hispanic: Orange				PRIORITY 4: PUPIL ACHIEVEMENT Priority 4A: Statewide assessments administered • 2023 Dashboard Performance Level CAASPP ELA and CAASPP Math 2023 CAASPP ELA • All students: Green • English Learners: Yellow/Green • Foster Youth: N/A • Low Income: Yellow/Green • African American: Yellow/Green • Students with Disabilities: Yellow/Green • Hispanic: Yellow/Green

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4E: Percentage of ELs who make progress toward English proficiency as measured by: • Dashboard English Learner Progress Indicator (ELPI) status Priority 4F: EL reclassification rate • DataQuest, Student Information System Priority 4G: Percentage of pupils that pass AP exams with a score of 3 or higher - N/A Priority 4H: Pupils prepared for college by the EAP - N/A PRIORITY 8: OTHER PUPIL OUTCOMES • California Assessment	• Two or More Races: Orange 2019 CAASPP Math • All students: Yellow • English Learners: Orange • Foster Youth: N/A • Two or More Races: Orange • African American: Orange • Students with Disabilities: Orange • Low Income: Yellow 2019 CAST % Meeting or Exceeding Standards • All students: 30.65% Priority 4B: N/A Priority 4C: N/A Priority 4D: N/A				• Two or More Races: Yellow/Green 2023 CAASPP Math • All students: Green • English Learners: Yellow/Green • Foster Youth: N/A • Two or More Races: Yellow/Green • Low Income: Yellow/Green • African American: Yellow/Green • Students with Disabilities: Yellow/Green 2023 CAST % Meeting or Exceeding Standards • All students: 40% Priority 4B: N/A Priority 4C: N/A Priority 4D: N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
for Science Test (CAST): Meet or exceed standard • DIBELS: All Grades Status Report • STAR Literacy TK-2nd Grade: STAR Screening Report • STAR Reading 2nd-8th Grade: STAR Screening Report • STAR Math 1st-8th Grade: STAR Screening Report	Priority 4E: 2019 ELPI 53.9% making progress towards English language proficiency Priority 4F: 16.5% DataQuest, SIS most recent data. Priority 4G: N/A Priority 4H: N/A PRIORITY 8: OTHER PUPIL OUTCOMES • 2019 California Assessment for Science Test (CAST): • Grade 5 Met or exceeded standard: 27% • Grade 8 Met or exceeded standard: 36% • DIBELS: 2021 Mid Year All				Priority 4E: 62% Dashboard ELPI status Priority 4F: 25% DataQuest, SIS most recent data. Priority 4G: N/A Priority 4H: N/A PRIORITY 8: OTHER PUPIL OUTCOMES • 2023 California Assessment for Science Test (CAST): Grade 5 Meet or exceed standard: 36% Grade 8 Meet or exceed standard: 45% • DIBELS: 2023 Mid Year All Grades Status Report: 49% are identified

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grades Status Report: 61% are identified as Strategic or Intensive. • STAR Literacy TK-2nd Grade: Implemented August 2021 • STAR Reading 2nd-8th Grade: April 2021 STAR Screening Report Below Benchmark 2nd Grade: 43% 3rd Grade: 61% 4th Grade: 57% 5th Grade: 64% 6th Grade: 61% 7th Grade: 69% 8th Grade: 69% • STAR Math 1st-8th Grade:				as Strategic or Intensive. • STAR Literacy TK-2nd Grade: 2023 Mid Year STAR Screening Report • STAR Reading 2nd-8th Grade: 2023 Mid Year STAR Screening Report Below Benchmark 2nd Grade: 37% 3rd Grade: 55% 4th Grade: 51% 5th Grade: 58% 6th Grade: 55% 7th Grade: 63% 8th Grade: 63% • STAR Math 1st-8th Grade: 2023 Mid Year STAR Screening Report Below Benchmark 1st Grade: 42% 2nd Grade: 42% 3rd Grade: 55% 4th Grade: 48% 5th Grade: 47%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	April 2021 STAR Screening Report Below Benchmark 1st Grade: 48% 2nd Grade: 48% 3rd Grade: 61% 4th Grade: 54% 5th Grade: 53% 6th Grade: 52% 7th Grade: 47% 8th Grade: 46%				6th Grade: 48% 7th Grade: 41% 8th Grade: 41%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Universal Assessment Tools	Implement universal assessment tools for early literacy and math: ie Dynamic Indicator of Basic Early Literacy Skills (DIBELS), Renaissance STAR Early Literacy, STAR Reading and STAR Math. The district will implement early warning systems that use individual student data to generate indicators of students who require strategic or intensive intervention and enable staff to identify and monitor progress of students falling below an identified threshold. This action will provide data needed to target low income and English Learners who are not on grade level. Then additional actions and services will be considered and designed to help each student improve.	$100,000.00	Yes
2	Professional Learning - Assessments.	Teachers will increase their capacity through professional learning opportunities in collaboration with other teachers, to conduct informal, in-class assessments and common formative assessments in order to gauge student understanding and achievement, inform instruction, and provide real-time feedback to students, especially low income and English Learners who are not on grade level.	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Advancement Via Individual Determination (AVID) Program.	Expand and support for the AVID Program. This program has been proven to provide additional support for subgroup students by teaching them skills necessary for succeeding in elementary, middle, high schools and beyond. This program includes: curriculum, professional development (Conferences, workshops, collaborative planning), resources and direct feedback and monitoring of a school AVID plan.	$5,000.00	Yes
4	After School Intervention for ELA and Math	Provide after-school targeted intervention supports in ELA and math, with emphasis on low income and English Learners who are not on grade level.	$13,000.00	Yes
5	Student Support Services	Provide services for identified low income, English Learners and special education students. Director of Student Services oversees MTSS and Special Education, providing support to students, staff and parents. Including time for classified and certificated staff to collaborate and review instructional and testing materials. District school psychologists work with students, staff and parents to provide support and guidance to district and outside resources. Health and nursing services will be provided to all students.	$3,500,000.00	Yes
6	Reading and Math Intervention Program	Hire three part-time credentialed Intervention Specialists to facilitate the development of an intervention program provide targeted support services for students identified by a universal screener, in ELA and/or math. Hire three part-time classified intervention support members to aide credentialed Intervention Specialists. The district will purchase supplemental resources to support the intervention program for ELA and/or math.	$170,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	The district will provide an engaging and nurturing environment where students will demonstrate a positive growth in attendance rates, decrease in student suspension and expulsion and increase in parental involvement.

An explanation of why the LEA has developed this goal.

In 2020 the district met the eligibility criteria for Differentiated Assistance for our African American student group for Chronic Absenteeism and Suspension indicators. The Chronic Absenteeism Indicator is at the Orange performance level for All Students at 14.6%, with five out of nine student groups performing in the Red or Orange performance level. The district expects that all student groups improve their attendance with a decline in chronic absenteeism, along with no students groups in the Red performance category.

The Suspension Indicator is in the Yellow performance level for All Students at 2.4%, with four out of nine student groups performing in the Red or Orange performance level. The district expects that all student groups to decrease in suspension rates, along with no students groups in the Red performance category.

Based on CA Dashboard results and local stakeholders input, the district needs to: increase parent engagement, increase student engagement, and improve school climate. Through the actions included in this goal, the district expects that parent engagement and participation will increase. The district makes genuine efforts to seek parent input, however, participation is very low. Several actions within this goal are purposeful strategies to increase parent participation and to gather feedback. Improving parent communication efforts, implementing tiered frameworks to increase engagement, and supporting socio-emotional needs, we will achieve this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PRIORITY 3: PARENT AND FAMILY ENGAGEMENT Priority 3A: Efforts the school district makes to seek	PRIORITY 3: PARENT AND FAMILY ENGAGEMENT Priority 3A: CA School Dashboard Local Indicator				PRIORITY 3: PARENT AND FAMILY ENGAGEMENT Priority 3A: CA School Dashboard Local Indicator

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
parent input in making decisions for the school district and each individual school site. As measured by: • CA School Dashboard Local Indicators Priority 3B: How school district will promote participation in programs for low income, English learner and foster youth pupils. As measured by: • 2020-2021 ELAC/DELAC Agendas Priority 3C: How the school district will promote parental participation for students with disabilities. As measured by: • Students with disabilities student information system	indicated 25% of the Parent and Family Engagement Indicators are not fully implemented. Priority 3B: During the 2020-2021 School year we had thirteen parents attended the five ELAC/DELAC Meetings. Priority 3C: 100% of parents of students with disabilities attended and participated in scheduled annual, initial, triennial, Other Review IEP meetings. PRIORITY 5: PUPIL ENGAGEMENT Priority 5A April 2021 KiDS Year to Date Attendance: • Lakeside School: 94.45% • Suburu School: 97.63%				indicated 20% of the Parent and Family Engagement Indicators are not fully implemented. Priority 3B: Fifteen parents attend the five ELAC/DELAC Meetings. Priority 3C: 100% of parents of students with disabilities attended and participated in scheduled annual, initial, triennial, Other Review IEP meetings. PRIORITY 5: PUPIL ENGAGEMENT Priority 5A April 2024 KiDS Year to Date Attendance: • Lakeside School: 96% • Suburu School: 98% Priority 5B 2023-2024 KiDS Report "What grades have the most

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PRIORITY 5: PUPIL ENGAGEMENT Priority 5A: Attendance rate. As measured by: • Student Information System Priority 5B: Chronic absenteeism rate. As measured by: • CA School Dashboard • KiDS Priority 5C: Middle school dropout rate. As measured by: • Student Information System Priority 5D: High School dropout rates. - N/A Priority 5E: High School graduation rates. - N/A PRIORITY 6:	Priority 5B 2020-2021 KiDS Report "What grades have the most chronically absent students?" identified the following chronically absent students. • Lakeside School: 15.11% totaling 99 students • Donald E. Suburu School: 6.51% totaling 56 students 2019 CA School Dashboard: Chronic Absenteeism • District: All Students Orange with 14.6% • Lakeside School: All Students Yellow with 12.9% • Donald E. Suburu				chronically absent students?" identified the following chronically absent students. • Lakeside School: 13.11% • Donald E. Suburu School: 4.51% 2023 CA School Dashboard: Chronic Absenteeism • District: All Students Yellow • Lakeside School: All Students Green • Donald E. Suburu School: All Students Yellow Priority 5C: 0% Priority 5D: N/A Priority 5E:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SCHOOL CLIMATE Priority 6A: Suspension rate. As measured by: • CA School Dashboard • Student Information System Priority 6B: Expulsion rate. As measured by: • CA School Dashboard • Student Information System Priority 6C: Other local measures. As measured by: • Student Surveys of sense of safety and school connectedness. • CA School Dashboard Local Indicators	School: All Students Orange with 15.9% Priority 5C: 0% Priority 5D: N/A Priority 5E: N/A PRIORITY 6: SCHOOL CLIMATE Priority 6A: 2019 CA School Dashboard Suspension Rate. • District 2.4%; All Students Yellow, District Student Groups in Red and Orange. • Red: African Americans 10.3% • Orange: Hispanic 2.1%, Socioecono				N/A PRIORITY 6: SCHOOL CLIMATE Priority 6A: 2023 CA School Dashboard Suspension Rate. • District All Students Green, District Student Groups in Red and Orange. • Red: No Student Groups • Orange: No Student Groups • Lakeside School: All Students: Yellow • Donald E. Suburu School: All Students: Green 2023-2024 KiDS Suspension Rate Data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	mically Disadvantaged 3.0% and Students with Disabilities 4.3% • Lakeside School 3.9%; All Students: Orange • Donald E. Suburu School: 1.1%; All Students: Yellow 2020-2021 KiDS Suspension Rate Data • District: 0.13% total of 2 students • Lakeside School: 0.31% total of 2 students • Donald E. Suburu School: 0.0% total of 0 students Priority 6B:				• District: 0.1% • Lakeside School: 0.1% • Donald E. Suburu School: 0.0% Priority 6B: 0% 2023-2024 Aeries Student Information System • District: 0% • Lakeside School: 0% • Donald E. Suburu School: 0% Priority 6C 2019 CA School Dashboard Local Indicators: Local Climate Survey • Grade 5 School Engagement and Supports School Connectedness 67% School Safety Feel safe at school 71% • Grade 7

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	0% 2020-2021 Aeries Student Information System • District: 0% • Lakeside School: 0% • Donald E. Suburu School: 0% Priority 6C 2019 CA School Dashboard Local Indicators: Local Climate Survey • Grade 5 School Engagement and Supports School Connectedness 57% School Safety Feel safe at school 61% • Grade 7 School Engagement and Supports School connectedness 52% School Safety School perceived as very safe or safe 47%				School Engagement and Supports School connectedness 62% School Safety School perceived as very safe or safe 57%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Positive Behavior Interventions and Supports (PBIS).	The District will continue to provide a school-wide PBIS multi-tiered social culture and behavior support system promoting a positive and engaging learning environment for all students. School staff members will continue to implement PBIS, in efforts to improve student engagement and continue to provide a safe and caring environment, with a focus with the following student groups: African Americans, Students with Disabilities, low income, and Els.	$5,000.00	Yes
2	Stakeholder Communication	The District will continue to solicit students, parents, staff, and community input through all available forms of communication (surveys, meetings, and events) for recommendations to improve/increase services for all students, including English learners, and low income. Implement a two-way structure for listening and communicating with stakeholders that result in meaningful feedback and building positive relationships.	$12,000.00	Yes
3	Parent/Family Nights.	Provide for Parent/Family Nights that may include academic courses, AVID, Anti-Bullying and school safety, Digital Citizenship, and positive parenting, to engage parents and families building a positive relationship between home and school.	$2,000.00	Yes
4	Student Incentives	The District will provide student incentives to increase student engagement which has a direct connection in promoting positive attendance, prefered behavior, and higher academic achievement with a focus on the following student groups: African Americans, Students with Disabilities, low income, and English Learners. These incentives include but are not limited to field trips, rewards, award certificates and trophies.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Translation for Parents	Provide translation for parents and families for announcements, documents and when attending meetings and school activities so parents of English Learners can fully informed of all school activities and events.	$4,000.00	Yes
6	Multi-tiered System of Supports (MTSS).	The District will continue to implement a Multi-tiered System of Supports (MTSS) framework at school sites to offer universal supports for all students and tiered interventions for students who are struggling academically, socially and/or emotionally, with a focus on the following student groups: African Americans, Students with Disabilities, low income, and English Learners. The MTSS framework includes evidence-based practices such as positive behavior supports, social emotional learning, and restorative practices.	$5,000.00	Yes
7	Social and Emotional Support	The District will continue to maintain a counselor that provides counseling at both school sites. The District Counselor will help students overcome problems that impede learning, assist them in educational and personal adjustment, perform Risk Assessments and guidance with outside counseling services.	$90,000.00	Yes
8	Alternative to Suspension Program	The District will provide for an Alternative to Suspension Program and interventions for students with multiple days of suspension. The school site will offer a proactive approach to instilling the skills, habits, and behaviors necessary to be successful in school and life with a focus on the following student groups: African Americans, Students with Disabilities, low income, and English Learners..	$5,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	The district will continue to hire the most qualified teachers and train them in the latest instructional strategies, maintain clean, safe, functional facilities that are in good repair, and provide sufficient standards aligned instructional materials in core academics to all students with a focus on Students with Disabilities, English Learners, low income, and foster youth. This goal will increase the quality of instruction and have a positive impact on student growth.

An explanation of why the LEA has developed this goal.

Research shows that teacher effectiveness and quality instruction have the greatest impact on student growth. This goal focuses on teacher development through focused professional learning, ensuring teachers understand and can properly utilize current instructional strategies aligned to state standards, in order to meet the specific needs of our unduplicated students. As a result of professional development, standards aligned curriculum and efforts to improve access to technology, we anticipate the quality of teaching and learning will improve. Through the actions included in this goal the district expects the quality of teaching and learning strategies will improve, with all students improving in the English Language Arts and math state indicators on the CA School Dashboard, and no students groups in the Red performance category. This goal is aligned with expected measurable outcomes and actions.

There is a direct correlation to student success in a classroom and their performance on tests to the condition of the facilities. The District strives to provide facilities in "Good Repair" to comply with the California Education Code through the use of the Facilities Inspection Tool Report.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PRIORITY 1 BASIC Priority 1A: Teachers : Fully Credentialed & Appropriately Assigned and fully credentialed in the subject area and for	PRIORITY 1 BASIC SERVICES Priority 1A: 2019 CA School Dashboard Local Indicators: Basics: Teachers: 95.5%				PRIORITY 1 BASIC SERVICES Priority 1A: 2019 CA School Dashboard Local Indicators: Basics: Teachers, Instructional Materials,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the pupils they are teaching. Percentage of fully credentialed & appropriately assigned teachers as measured by: CA School Dashboard Local Indicators: Basics: Teachers Priority 1B: Standards-aligned Instructional Materials for every student. As measured by our CA School Dashboard Local Indicators: Instructional Materials. Priority 1C: School Facilities in "Good Repair" per CDE's Facility Inspection Tool (FIT). As measured by our FIT Overall Rating & CA School Dashboard Local Indicators: Basics: Facilities PRIORITY 2 IMPLEMENTATION OF STATE STANDARDS	Priority 1B: 2019 CA School Dashboard Local Indicators: Instructional Materials: 100% Priority 1C: 2019 CA School Dashboard Local Indicators: Basics: Facilities: • FIT Overall Rating: Good for Lakeside School • FIT Overall Rating: Exemplary for Donald E. Suburu School PRIORITY 2 IMPLEMENTATION OF STATE STANDARDS Priority 2A: 2019 CA School Dashboard Local Indicators: Basics: Teachers, Instructional				Facilities: 97.5% Priority 1B: 2019 CA School Dashboard Local Indicators: Basics: Teachers, Instructional Materials, Facilities: 100% Priority 1C: 2019 CA School Dashboard Local Indicators: Basics: Teachers, Instructional Materials, Facilities: • FIT Overall Rating: Good for Lakeside School • FIT Overall Rating: Exemplary for Donald E. Suburu School PRIORITY 2 IMPLEMENTATION OF STATE STANDARDS Priority 2A:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2A: Implementation of CA State Standards. Percentage of standards implemented as measured by CA School Dashboard Local Indicators: Basics: Teachers, Instructional Materials Priority 2B: How the programs and services will enable English Learners to access the CCSS & ELD standards for purposes of gaining academic content knowledge and English language proficiency. Percentage of standards implemented as measured by CA School Dashboard Local Indicators: Basics: Instructional Materials & Master Schedule	Materials:100% Priority 2B: • 2019 CA School Dashboard Local Indicators: Basics: Instructional Materials: 100% • 2020-2021 Master Schedule: 100% of English Learners (ELs) receive daily designated English Language Development (ELD) focused on CA ELD Standards. 100% of ELs receive both CA CCSS and ELD Standards in all subject areas to support ELs in gaining academic knowledge and language proficiency. PRIORITY 7 COURSE ACCESS				2019 CA School Dashboard Local Indicators: Basics: Teachers, Instructional Materials, Facilities:100% Priority 2B: • 2019 CA School Dashboard Local Indicators: Basics: Tehers, Instructional Materials, Facilities: 100% • 2023-2024 Master Schedule: 100% of English Learners (ELs) receive daily designated English Langauge Development (ELD) focused on CA ELD Standards & 100% of ELs

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PRIORITY 7 COURSE ACCESS Priority 7A: Students have access and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language). As measured by: • CA School Dashboard Local Indicators: Basics: Instructional Materials • Master Schedule indicating the percentage of students who have access to a broad course of study. Priority 7B: Programs and services developed and provided to low income, English learner, foster youth	Priority 7A: • 2019 CA School Dashboard Local Indicators: Basics: Instructional Materials: 100% • 100% of students have access to a broad course of study per the Master Schedule. Priority 7B: • 2019 CA School Dashboard Local Indicators: Basics: Instructional Materials: 100% • 100% of low income, English learner, foster youth				receive both CA CCSS and ELD Standards are used together in all subject areas to support ELS in gaining academic knowledge and language proficiency. PRIORITY 7 COURSE ACCESS Priority 7A: • 2019 CA School Dashboard Local Indicators: Basics: Teachers, Instructional Materials, Facilities: 100% • 100% of students have access to a broad

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
pupils and; as measured by: • CA School Dashboard Local Indicators: Basics: Teachers, Instructional Materials, Facilities • Master Schedule indicating the percentage of low income, English learner, foster youth pupils who have access to a broad course of study. Priority 7C: Programs and services developed and provided to students with disabilities. As measured by: • CA School Dashboard Local Indicators:	pupils have access to a broad course of study per the Master Schedule. Priority 7C: • 2019 CA School Dashboard Local Indicators: Basics: Instructional Materials: 100% • 100% of students with disabilities have access to a broad course of study per the Master Schedule.				course of study per the Master Schedule. Priority 7B: • 2019 CA School Dashboard Local Indicators: Basics: Teachers, Instructional Materials, Facilities: 100% • 100% of low income, English learner, foster youth pupils have access to a broad course of study per the Master Schedule. Priority 7C: • 2019 CA School Dashboard Local Indicators:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basics: Instructional Materials • Master Schedule indicating the percentage of students with disabilities who have access to a broad course of study.					Basics: Teachers, Instructional Materials, Facilities: 100% • 100% of students with disabilities have access to a broad course of study per the Master Schedule.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development in Learning Strategies	The district will provide staff, evidence based professional development to support student learning enabling all students, especially Students with Disabilities, English Learners, low income and foster youth, access to the Common Core State Standards.	$50,000.00	Yes
2	Standards-based CCSS instructional materials.	Purchase and implement state adopted standards-based CCSS instructional materials (textbooks, supplemental, consumables, etc.) in English Language Arts, English Language Development, Math, History/Social Science and Science.	$130,000.00	No
3	Professional development focused on English learners.	Provide professional learning will be provided to staff focused on English Language Development (ELD) standards for designated ELD and integrated ELD implementing effective evidence-based English	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		learner instructional strategies with the primary goal to be implemented in all curricular areas.		
4	Educational online technology access	Provide educational online technology access will be supported by providing all students, especially low income, foster youth, and English Learners, and Students with Disabilities, with digital resources such as chromebooks, tablets, and wifi hotspots.	$80,000.00	Yes
5	Standards-Based Science, Technology, Engineering, Arts and Mathematics (STEAM) Learning	Provide for Standards-Based STEAM Learning opportunities, with an emphasis of engaging low income, foster youth, and English Learners, and students with disabilities.	$3,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
18.61%	$2,234,801

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

G1 Action 3
Advancement Via Individual Determination Program (AVID)

After analyzing Kern Integrated Data System (KiDS) Core Subjects Summary Report showed that in each subject area low-income students are 3-4% higher in Ds and/or Fs and English Language Learners are 5-6% higher in Ds and/or Fs compared to all students.

In meeting with our stakeholder groups and our AVID Coordinator, it has been determined that English Learners and low-income students struggle with organization, study-skills, communication, higher-level thinking, and overall study skills resulting in increased Ds and Fs. These are all areas that are addressed by our AVID program. During the stakeholder meeting it was also determined that our English Learners and low-income students are not represented the same in the AVID program as they are in our school demographics. For example, The Lakeside School district has a population of approximately 9.8% English Learners and 60% low-income. However, only 7.7% of English Learners and 17% of our low-income students are represented in our AVID program. We believe that if we target these two groups and attempt to represent them the same in our programs as they are in the district that there will have a positive effect with our English Learners and low-income students.

In order to address this concern of our low-income and English Learners, this action will target these two student groups to ensure they are provided the opportunity to participate in the AVID program. This action is being provided on an LEA-wide basis and we expect that all students enrolled in the AVID program will benefit from additional support in organization, study-skills, communication, higher-level thinking in order to create academic habits essential to their overall success. However, because we will increase the percentage of low-income and

English Learners in the AVID program, we expect their grades to improve significantly more than all other students once they equally represented.

G1 Action 4 and Action 6
After School Intervention for ELA and Math and Reading and Math Intervention Program

Due to the pandemic, state law has suspended the reporting of state and local indicators on the 2020 CA School Dashboard. A review of the 2019 CA School Dashboard showed the following student groups were in the Orange Performance Level or Red Performance Level in English Language Arts and Mathematics. For English Language Arts: All Students, English Learners, Socioeconomically Disadvantaged, African American, Hispanic, Two or More Races, Students with Disabilities. For Mathematics: English Learners, Students with Disabilities, African American, Two or More Races. The California School Dashboard English Learner Progress Indicator indicated that 53.9% of our English Learners made progress towards English language proficiency. For our local assessment, Dynamic Indicators of Basic Early Literacy Skills (DIBELS): March 2021 All Grades Status Report, indicated 61% of K-5th grade students required additional intensive or strategic support in literacy.

Recent stakeholder survey results indicated that students, especially our English learners and low-income students, were struggling in math and reading. This is also evident in our local reading and math assessments with the following student groups scoring below the 50th percentile in reading: 69% All Students, 71% English learners and 70% low-income and for math 64% All Students, 69% English learners, and 60% low-income students. Based on the information, it was determined that English learners and low-income students tend to lack many of the basic skills required to flourish in math and reading. These students need to have a better mastery of math facts and computation skills, in addition to phonemic awareness and phonics. This action while being provided school wide, will specifically benefit the students missing these skills and will ultimately have the highest impact on English learners and low-income students

To address this concern of our low income and English earners, we will target these two student groups to ensure they are provided the opportunity to participate in the After School Intervention for ELA and Math and in school Reading and Math Intervention Program. These actions are being provided on an LEA-wide basis and we expect that all students who participate in the after school intervention for ELA and math and/or the in school reading and math intervention program will benefit from additional support focused on the foundational literacy skills of the student's understanding and working knowledge of print concepts, phonological awareness, phonics and word recognition and fluency. However, because our English Learners are identified in the Orange Performance Level for ELA and math and our low income students are identified in the Orange Performance Level for ELA and the Yellow Performance Level for math, we anticipate that our English Learners and our low income will improve in ELA and math.

G 1 Action 5, G 2 Action 1, Action 4 and Action 6-8

Student Support Services, Positive Behavior Intervention Supports (PBIS), Student Incentives, Multi-Tiered Systems of Support, Social and Emotional Support, Alternative to Suspension Program

Due to the pandemic, state law has suspended the reporting of state and local indicators on the 2020 CA School Dashboard. Therefore, a review of our 2019 CA School Dashboard results showed that English Learners were identified in the Orange Performance Level for Chronic Absenteeism and our low income students were identified in the Orange Performance Level for Chronic Absenteeism and Suspension Rate.

Input from students, parents and staff indicated it was difficult for staff to build teacher-student and family relationships, for students to make friends and parents were concerned with their child(s) social and emotional well-being. Based on this information it was determined that our students and parents feel disconnected from school, resulting in high absenteeism and negative behaviors. To address these concerns, the district will continue to implement Multi-Tiered Support System (MTSS) that includes Positive Behavior Intervention Supports (PBIS), an evidence-based multi-tiered positive, proactive and responsive school-wide behavior intervention and support strategies for all students, especially our English learners and low-income students. Research indicates students who feel connected to their school are more likely to have strong teacher-student and family relationships, perform better academically and have good attendance resulting in positive behaviors. PBIS will address the concern of building positive teacher-student and family relationships, helping students to make friends and continue to provide a counselor to support student's social and emotional well-being, therefore decreasing chronic absenteeism and negative student behavior. PBIS will also contribute to our Alternative to Suspension Program by reducing student suspensions. With a focus on low-income and English Learners, we expect both groups to decrease in chronic absenteeism and negative behaviors.

G3 Action 4
Educational Online Access

Lakeside Union School District's 2021 LCAP Parent Survey had multiple questions related to online access. Of the parents surveyed 31% did not have internet access or had unreliable internet access. Additionally, 48% of the parents surveyed, stated that their student(s) did not have access to a device such as a tablet, personal computer, or chromebook. It is also known that approximately 80% of the Lakeside Union School District's boundaries include rural addresses, where majority of our low income reside, do not have reliable or high speed internet available for connection.

Although, it is the intent to provide online at-home access to all of our students, it is known LUSD's English Learners, and low income students have the biggest struggle connecting to internet. Due to this concern, the district will continue to take extra care to make sure that we have provided multiple chromebooks to each household to ensure each student has a reliable tech device. LUSD has also provided internet hotspots that work through cellular sources to provide internet. Additionally, both school sites have provided internet wifi so students can connect anywhere while on a school campus. The district has also coordinated with the county office to provide parents with a list of locations to receive free internet access in the county.

As a result of this action, the district anticipates all students to have a greater access to common core state standards and access to a broad course of studies, especially our English Learners and low income students. All students are also able to continue remotely or in-person allowing all students to interact with the teacher and their peers, receive instruction in common core state standards, and produce quality interactive practice online.

G3 Action 5
Standards Based Science, Technology, Engineering, Arts and Mathematics (STEAM)

Lakeside Union School District's 2021 LCAP Parent Survey and Student Survey indicated the majority of parents and student's requested additional access to other subjects in school including engineering, technology, art, and foreign languages. For this reason, we will implement a STEAM program to provide additional course access for all our students, especially our low-income and English Learners. We believe hands-on and critical thinking projects will enhance their academic learning. As the education world explores strategies to equip students with the skills and knowledge they'll need to be successful innovators in a 21st century workforce, there has been a growing emphasis on STEAM — the educational discipline that engages students around the subjects of Science, Technology, Engineering, the Arts and Math.

Many education experts regard STEAM (and its predecessor STEM) as an essential component of 21st century education. According to the U.S. Department of Education, "In an ever-changing, increasingly complex world, it's more important than ever that our nation's youth are prepared to bring knowledge and skills to solve problems, make sense of information, and know how to gather and evaluate evidence to make decisions." Enhancing such skills lies at the heart of STEM and STEAM education. Additionally, STEM and STEAM graduates "play a vital role in developing meaningful solutions to societal problems, such as the (COVID-19) public health crisis we are currently facing," says Michael Milligan, CEO and executive director of ABET, a technology and engineering accreditation organization.

This action will add to the available courses that are aligned to Common Core State Standards and fill the need for additional learning opportunities that have been requested by parents and students. Additionally, STEAM courses will provide additional modes of learning to students that thrive in hands on and visual learning especially our English Learners and Low-Income. LUSD will make this program available to all students but will provide priority access to those students who are English Learners, low income students.

G 2 Action 2-4
Stakeholder Communication, Parent/Family Nights, Translation for Parents

Based on results from our Lakeside Union School District's 2021 LCAP Parent Survey and Student Survey, it was discovered that even though many of our parents were satisfied with district/school communication, a significant number of parents/guardians indicated a need for better communication and a feeling of not being comfortable communicating with school staff. The pandemic caused unforeseen hurdles in finding the best ways to communicate from staff to parents and parents to staff. In addition to improving communication with our parents/guardians, we also believe there is a need to have more items translated into home languages and to provide more opportunities for communication in parents home language.

These strategies are specifically designed to increase engagement and planning for English learners, and low-income students and families. These stakeholders will experience the greatest benefit through the alignment of these planning actions and engagement activities to prioritize the needs of English learners and low-income students. With a focus on low-income and English Learners, we expect both groups of parents/guardians will feel more comfortable communicating with staff.

G1 Action 1 and Action 2; Goal 3 Action 1 and Action 3
Universal Assessment Tools, Professional Learning- Assessments, Professional Development in Learning Strategies, Professional Development focused on English learners

In conversations with stakeholders it was discovered that across the grade levels we did not have a universal assessment for all grades or have not fully trained teachers in all grades on how to implement and analyze universal assessment data. For this reason we developed Goal 1 Action 1, Action 2, Goal 3 Action 1 and Action 3 to meet the needs of staff and students through a variety of tools, strategies and professional development. These actions will ensure universal assessments across the grade level to provide staff with the necessary information to make effective decisions on student learning. Additionally, we will train all staff on the appropriate administration of assessments to ensure accuracy and guide discussions in Professional Learning Communities.

In addition to stakeholder involvement, we also reviewed state and local data. Due to the pandemic, state law has suspended the reporting of state and local indicators on the 2020 CA School Dashboard. A review of the 2019 CA School Dashboard showed the following student groups were in the Orange Performance Level or Red Performance Level in English Language Arts and Mathematics. For English Language Arts: All Students, English Learners, Socioeconomically Disadvantaged, African American, Hispanic, Two or More Races, Students with Disabilities. For Mathematics: English Learners, Students with Disabilities, African American, Two or More Races. The California School Dashboard English Learner Progress Indicator indicated that 53.9% of our English Learners made progress towards English language proficiency. For our local assessment, Dynamic Indicators of Basic Early Literacy Skills (DIBELS): March 2021 All Grades Status Report, indicated 61% of K-5th grade students required additional intensive or strategic support in literacy.

In order to address this concern of our low-income and English Learners, these actions will target these two student groups to ensure they are provided additional academic support. This action is being provided on an LEA-wide basis and we expect that all students will benefit from additional support in research based assessments and strategies which are essential to their overall success.

The following LEA-wide actions are being carried over from the 2017-2020 LCAP into this new three-year cycle. Stakeholder feedback and analysis of data to determine the effectiveness of these actions have supported the decision to continue these actions into the next three years. While the past year and a half have been full of changes for our school community, it is the desire of stakeholders that we continue with previous actions as we attempt to return to a more stable educational environment.

The following actions in Goal #1 have been deemed to be effective academic supports per the California School Dashboard for the California Assessment for Student Performance and Progress in indicated the following student groups in the Yellow, Green and Blue Performance Levels for English Language Arts: Homeless, Whites, and Asian and in Math: Asian, Hispanic, Homeless, Socioeconomically Disadvantaged and White. While achievement gaps continue to exist, we believe the actions are promoting growth and will continue to lead to improvement in academic achievement levels.

- Maintain a data management system to analyze student assessment data. Data management tools will be used to break down student data and inform instruction. The system will help create, upload, and administer standards-based assessments at the teacher, district, or state level. Assessment results can be received immediately and use data for flexible grouping of students, Response to Intervention (RtI) protocol, and judging how to pace and plan lessons. Instant formative feedback can be used mid-lesson to ascertain lesson plan success and inform next steps.

- Provide differentiated professional learning on strengthening PLCs; emphasizing student data analysis for low income, foster youth, and Els. Differentiation will be used to attend to the learning needs of a particular student or small group of students rather than the more typical pattern of teaching the class as though all individuals in it were basically alike. The goal of a differentiated classroom is maximum student growth and individual success, particularly for unduplicated students.

- Provide for after-school Targeted Intervention supports in ELA and math for all students, with emphasis on low income, foster youth, and English learners not working at grade level. Supports may include teacher or instructional aide salaries, consumables and supplemental material.

- Hire one additional, for a total of two Intervention Specialists to provide support services for students not working at grade level in ELA and/or math, and facilitate the development of an intervention program that includes universal screening. Functions of this position include working with individuals to diagnose the nature of a student's learning challenge; then prescribe instruction that meets the needs of the student. The specialist will provide a variety of instructional resources and strategies, and refer children to professional personnel for specialized services if needed.

The following actions in Goal #2 have been deemed to be effective as per the California School Dashboard for the California Assessment for Student Performance and Progress in indicated the following student group in Green Performance Levels for Chronic Absenteeism: Asians and for Suspension Rates: Homeless, Two or More Races and White. While achievement gaps continue to exist, we believe the actions are promoting growth and will continue to lead to improvement in chronic absenteeism and suspension rates by creating a positive and safe climate.

- Continue to implement Positive Behavioral Interventions and Supports (PBIS) in efforts to improve student engagement particularly with low income, foster youth, and Els.

- Solicit students, parents, staff, and community input through all available forms of communication (surveys, meetings, and events) for recommendations to improve/increase services for all students, including English learners, low income, and foster youth.

- Maintain/expand an incentive & reward program that promotes school attendance, with emphasis for low income, foster youth, and Els.

- Maintain a restorative justice program integrating alternative to suspension strategies, principally directed toward low income and foster youth. Under the umbrella of social/emotional learning, including Positive Behavioral Intervention and Supports (PBIS) and Multi-Tiered Systems of Support (MTSS), is restorative justice, which is interwoven in these approaches Restorative justice is an effective alternative to punitive responses to wrongdoing. It brings together persons harmed with persons responsible for harm in a safe and respectful space, promoting dialogue, accountability, and a stronger sense of community.

The following actions in Goal #3 have been deemed to be effective with students increasing in Math by 6.5 points and English Language Learners increasing by 8.5 points. As a result of professional development, standards aligned curriculum and efforts to improve access to technology, we anticipate the quality of teaching and learning will improve. Through the actions included in this goal the district expects the quality of teaching and learning strategies will improve, with all students improving in the English Language Arts and Math state indicators on the CA School Dashboard. We believe there is a direct correlation to student success in a classroom and their performance on tests to the condition of the facilities, which has been identified in "Good Repair" to comply with the California Education Code through the use of the Facilities Inspection Tool Report.

- Provide ongoing professional development support for the the Common Core State Standards in ELA and math, and history social science and science. This action will target low income students, foster youth, and English learners who may be lacking academic skills in order to improve student achievement.

- Purchase and implement state adopted standards-based CCSS instructional materials (textbooks, supplemental, consumables, etc.) in ELA/ELD, math, and NGSS if available, so all students have access to instructional materials and can meet grade level standards.

- Educational technology access will be supported by providing all low income, foster youth, and English Learners with digital resources such as chromebooks. Promote home to school technology using Google Apps.

- Implement a Standards-Based STEM Learning System (web-based) for Engineering, Science, and Technology Education classrooms, grades 7 and 8, with emphasis of engaging low income, foster youth, and English Learners. Continued implementation will enable students to extend grade level standards.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The districtwide expenditures laid out in the LCAP are available broadly, but the services are principally directed towards and are proving effective in meeting the district goals for its unduplicated students. Although available to all, it is the district's experience that those who are most at risk are more likely to need outreach efforts primarily directed at providing these districtwide services to vulnerable unduplicated students. Services noted in this plan not only have an impact on the learning environment and the climate of the district as a whole, but are targeted to have a larger impact on unduplicated students.

In Addition to the actions provided on an LEA-wide or school-wide basis described above, Goal 3 Action 3 is specifically aimed at increasing or improving service by the percentage required. 68% of the students enrolled in the Lakeside Union School District are unduplicated students. The total amount of supplemental and concentration grant funding was budgeted for expenditures detailed and described in this plan. The majority of the funding will be principally directed to meet the needs of the targeted students. All students in our district must be equitably served. By providing expenditures districtwide the Lakeside Union School District will best serve all students, especially our targeted students.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$4,209,000.00				$4,209,000.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$260,000.00	$3,949,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Universal Assessment Tools	$100,000.00				$100,000.00
1	2	English Learners Foster Youth Low Income	Professional Learning - Assessments.	$20,000.00				$20,000.00
1	3	English Learners Foster Youth Low Income	Advancement Via Individual Determination (AVID) Program.	$5,000.00				$5,000.00
1	4	English Learners Foster Youth Low Income	After School Intervention for ELA and Math	$13,000.00				$13,000.00
1	5	English Learners Foster Youth Low Income	Student Support Services	$3,500,000.00				$3,500,000.00
1	6	Foster Youth Low Income	Reading and Math Intervention Program	$170,000.00				$170,000.00
2	1	English Learners Foster Youth Low Income	Positive Behavior Interventions and Supports (PBIS).	$5,000.00				$5,000.00
2	2	English Learners Foster Youth Low Income	Stakeholder Communication	$12,000.00				$12,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	English Learners Foster Youth Low Income	Parent/Family Nights.	$2,000.00				$2,000.00
2	4	English Learners Foster Youth Low Income	Student Incentives	$5,000.00				$5,000.00
2	5	English Learners Foster Youth Low Income	Translation for Parents	$4,000.00				$4,000.00
2	6	English Learners Foster Youth Low Income	Multi-tiered System of Supports (MTSS).	$5,000.00				$5,000.00
2	7	English Learners Foster Youth Low Income	Social and Emotional Support	$90,000.00				$90,000.00
2	8	English Learners Foster Youth Low Income	Alternative to Suspension Program	$5,000.00				$5,000.00
3	1	English Learners Foster Youth Low Income	Professional Development in Learning Strategies	$50,000.00				$50,000.00
3	2	All	Standards-based CCSS instructional materials.	$130,000.00				$130,000.00
3	3	English Learners Foster Youth Low Income	Professional development focused on English learners.	$10,000.00				$10,000.00
3	4	English Learners Foster Youth Low Income	Educational online technology access	$80,000.00				$80,000.00
3	5	English Learners Foster Youth Low Income	Standards-Based Science, Technology, Engineering, Arts and Mathematics (STEAM) Learning	$3,000.00				$3,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$4,079,000.00	$4,079,000.00
LEA-wide Total:	$4,074,000.00	$4,074,000.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$5,000.00	$5,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**1**	Universal Assessment Tools	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	$100,000.00
1	**2**	Professional Learning - Assessments.	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	$20,000.00
1	**3**	Advancement Via Individual Determination (AVID) Program.	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lakeside School 6th-8th Grade	$5,000.00	$5,000.00
1	**4**	After School Intervention for ELA and Math	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,000.00	$13,000.00
1	**5**	Student Support Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,500,000.00	$3,500,000.00
1	**6**	Reading and Math Intervention Program	LEA-wide	Foster Youth Low Income	All Schools	$170,000.00	$170,000.00
2	**1**	Positive Behavior Interventions and Supports (PBIS).	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	$5,000.00
2	**2**	Stakeholder Communication	LEA-wide	English Learners	All Schools	$12,000.00	$12,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
2	3	Parent/Family Nights.	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	$2,000.00
2	4	Student Incentives	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	$5,000.00
2	5	Translation for Parents	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,000.00	$4,000.00
2	6	Multi-tiered System of Supports (MTSS).	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	$5,000.00
2	7	Social and Emotional Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$90,000.00	$90,000.00
2	8	Alternative to Suspension Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	$5,000.00
3	1	Professional Development in Learning Strategies	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	$50,000.00
3	3	Professional development focused on English learners.	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	$10,000.00
3	4	Educational online technology access	LEA-wide	English Learners Foster Youth Low Income	All Schools	$80,000.00	$80,000.00
3	5	Standards-Based Science, Technology, Engineering, Arts and Mathematics (STEAM) Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	$3,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

 In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.